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ABSTRACT

This book draws on recent scholarship in adult education to provide practical ideas for adult educators on how to stimulate and support their own development as educators and better understand the process of professional development as adult learning. Chapter 1 provides an overview of the diverse contexts within which educators work and the nature of professional development in those contexts. Chapter 2 elaborates on specific strategies that are traditionally used in professional development, considering each in terms of the type of knowledge it fosters and its congruence with educators' practice. Chapter 3 describes educators' development in terms of Candy's (1991) four facets of self-direction. Chapter 4 on critical reflection uses Brookfield's (1987) components of critical thinking as a basis to discuss how educators' development can be critical in nature. Chapter 5 applies Mezirow's (1991) theory of transformation to the development of adult education practice. Chapter 6 uses Jung's (1971) psychological type theory to discuss the influence of educators' characteristics on their work. Chapter 7 discusses working toward change in organizations and institutions within the community of educators. Chapter 8 presents a model depicting the influences on educators' development and educators' influences on their context and culture. Chapter 9 provides strategies that developers can use in working with educators. Appendixes include 223 references and an index. (YLB)

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